Standard 8-1:   The student will demonstrate an understanding of the settlement of South Carolina and the United States by Native Americans, Europeans, and Africans.

8-1.3   Summarize the history of European settlement in Carolina from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina's establishment as an economically important British colony, including the diverse origins of the settlers, the early government, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony. (H, G, P, E)

Taxonomy Level: B 2   Understanding /Conceptual Knowledge

Previous/future knowledge:
In the 3rd grade, students learned about the exploration and settlement of South Carolina and the United States (3-2). Specifically, they learned motives behind the exploration of South Carolina by the English, the Spanish, and the French, including the idea of "for king and country" (3-2.1). Additionally students summarized the contributions of settlers in South Carolina under the Lords Proprietors and the Royal colonial government, including the English from Barbados and the other groups who made up the diverse European population of early South Carolina (3-2.6). Also, they explained the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing Plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority (3-2.7).

In 4th grade, students learned about the exploration of the New World (4-1). More specifically they learned the political, economic, and technological factors that led to the exploration of the New World by Spain, Portugal, and England, including the competition between nation-states, the expansion of international trade and the technological advances in shipbuilding and navigation (4-1.1). Also, they learned to use a map to identify the routes of various sea and land expeditions to the New World and to match these to the territories claimed by different nations, including the Spanish dominance in South America and the French, Dutch, and English exploration in North America (4-1.3). Students summarized the discoveries associated with these expeditions.

In United States History, students will summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (USHC-1.1). Also students will summarize the early development of representative government and political rights in the American colonies, including the influence of the British political system, the rule of law and the conflict between the colonial legislatures and the royal governors (USHC-2.1).

It is essential for students to know
Spain, France and England vied for a foothold in South Carolina as part of the competition for colonies that would enrich the mother country. Initial attempts by Spain and France to establish a colony in South Carolina and lay claim to the area were not successful. Spain founded the San Miguel de Gualdape settlement along the Waccamaw River near present day Georgetown. Some African slaves from Santo Domingo were also there. A cold winter and disease led to the abandonment of the colony. The French founded Charlesfort near present day Beaufort but later abandoned it. The Spanish again tried to establish a foothold and founded San Felipe which was built on the abandoned settlement of Charlesfort. This settlement survived for ten years until it was attacked by Native Americans; survivors fled to St. Augustine, Florida.

The English founded a settlement at Albemarle Point, which became the first permanent colony (Charles Town) in South Carolina. The location offered many advantages to the settlers. South Carolina became an economically important colony for the British. Trade with Native Americans was successful. Traders

obtained furs and deerskins from Native Americans in exchange for beads, trinkets, guns and alcohol. Some Native Americans were forced into slavery and were sent to the Caribbean. This ruined a good relationship with the Native Americans. Cattle raised in the colony were sold in the Caribbean. South Carolina pine trees were a source of pitch and tar (naval stores) which the British used for making ships watertight. Rice grown along the coastal areas of the colony became known as "Carolina Gold." A flourishing trade made the Carolinas a profitable colony.

South Carolina settlers came from diverse backgrounds. The first settlers were Englishmen who emigrated from the British colonies in Barbados. Other settlers came from France, Switzerland, Germany, Scotland, and Ireland. They came from diverse religious backgrounds, including French Huguenots seeking religious freedom and Jewish settlers. The largest group of migrants came against their will from Barbados and Africa as slaves.

Carolina was a proprietary colony, a colony in which an individual or group of people received ownership of the land from the king. The early government was controlled by the Lords Proprietors, wealthy investors who were granted land by the king. The proprietors charged settlers a quitrent on the land but in turn had to make payments to the king. Originally the Lords Proprietors controlled the government through a governor and Grand Council which included representatives of the proprietors, the Carolina elite and a smaller representation of the common people of the colony. Later South Carolina became a royal colony under the control of the king who appointed a royal governor.

In order to encourage immigration, huge tracts of land were given to settlers in the colony through the *headright* system. In the *headright* system every person who paid their passage to the New World received land. Wealthy individuals who paid the passage of others received their tracts of land. This led to the establishment of the **plantation system** that required an abundance of laborers. Slaves were critical because they provided a cheap and dependable source of labor. Slavery made the large plantations successful and thus made the plantation owners very wealthy. A well developed slave system came from the British West Indies with the original English settlers.

The colony of South Carolina had rich natural resources that also contributed to the development of the plantation system. South Carolina had an abundance of fertile land, a mild climate and many waterways. Waterways were an excellent means for transporting cash crops to market. The fertile land made growing various cash crops profitable.

It is not essential for students to know:
Students do not need to know specific dates, European explorers or political leaders of these colonial settlements. They do not need to be able to name the Lords Proprietors.

Assessment guidelines:
Appropriate assessments require students to **summarize** the history of European settlement in Carolina. Students should be able to **explain** the development of the settlement from the first attempts to settle at San Miguel de Gualdape, Charlesfort, San Felipe, and Albemarle Point to the time of South Carolina's establishment as an economically important British colony. They should also be able to **explain** the diverse origins of the settlers, the importance of the plantation system and slavery, and the impact of the natural environment on the development of the colony. Students should be able to **compare** the early government with later changes in the government.